

AUGUST 2003

PERSONNEL



## AWC RESIDENT EVALUATION

**COMPLIANCE WITH THIS PUBLICATION IS MANDATORY**

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This operating instruction describes policies and procedures for resident evaluation in the Air War College (AWC), in compliance with AUI 36-2312, [AU Evaluation Programs](#). It applies to all AWC students, faculty, and staff.

**SUMMARY OF CHANGES**

This revision changes the office title of “Office of Evaluation” to “Institutional Effectiveness Office,” adds hyperlinks, identifies criteria related to successful completion of each course, modifies Exam Review Committee membership, adds mandatory Seminar Director (SD) counseling of students, and includes grading consequences for delayed completion of deliverables.

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**1. Objectives Of The Resident Evaluation Program.** The overall goal of the evaluation program is to increase learning and enhance the value of the AWC experience. To accomplish this goal, each area of resident evaluation--student, faculty, curriculum, and support--have specific objectives:

### **1.1. Student Evaluation**

**1.1.1.** To determine if intended educational objectives have been met.

**1.1.2.** To provide feedback to students on individual performance.

**1.1.3.** To identify substandard performance or trends as early as possible for individual assistance or corrective action.

### **1.2. Faculty Evaluation**

**1.2.1.** To provide diagnostic information to faculty members.

**1.2.2.** To enhance faculty professional growth and development.

### **1.3. Curriculum Evaluation**

**1.3.1.** To evaluate the effectiveness of the curriculum in accomplishing AWC educational objectives. To provide feedback necessary to keep the curriculum dynamic and responsive to Air Force, Joint, DoD, and Homeland Security needs.

### **1.4. AWC Facilities, Services, and Support**

**1.4.1.** To assess how well the AWC facilities support the environment to learn, teach, and work.

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**1.4.2.** To assess the adequacy and helpfulness of services and support.

**2. Institutional Effectiveness Office (CAV) Responsibilities.** Develops and coordinates procedures for, and monitors the implementation of student, faculty, and curriculum evaluation actions. Promotes the achievement of specific objectives of each resident evaluation area and the overall goal of the evaluation program. Incorporates facility, services, and support assessment in student and faculty surveys as needed to support evaluation goals. Actively participates in AU and college level strategic plan activities to ensure adequacy of measures and timely submission of results. Develops the biennial evaluation plan and briefing content for distribution to the AU Program Review Board. Facilitates evaluation operations in an independent evaluation mode to ensure objectivity of measures taken and results given. Maintains historical data relevant to evaluation goals.

### **2.1. Institutional and Survey Research**

**2.1.1. Survey Research Management.** All requests (external and internal) for survey research (including paper, electronic, or interview surveys) within AWC are forwarded to CAV for staffing, coordination, and approval by college leadership and Air University as needed. Survey requests from external sources must obtain prior approval from HQ AU Office of Academic Affairs, and follow procedures IAW [AU Supplement 1](#) to AFI 36-2601, [Air Force Personnel Survey Program](#).

**2.1.2. Special Studies.** Conducts special studies requested by the Commandant. Such studies may relate to personnel system data, inquiries of other service schools, other commands, or of civilian institutions of higher education. Coordinates with higher headquarters, other Air Force offices, other services and DoD as needed to perform adequate research. Results of studies follow strict adherence to AUI 36-2308, [Academic Freedom](#). Analyses of special studies will be disseminated to appropriate offices.

### **3. Student Evaluation**

**3.1. Grades.** For designated courses or programs, students receive letter grades in each evaluated area. Grade point values are assigned to each letter grade for Grade Point Average (GPA) determination based on the following scale:

A	4.0	B+	3.3	C+	2.3	D	1.0	Pass	0
A-	3.7	B	3.0	C	2.0	F	0	Fail	0
		B-	2.7	C-	1.7				

**3.1.1. Pass/Fail.** To pass a course, students must receive a final course grade of B- or above. Areas not designated for letter grade assignment will receive a “Pass” or “Fail” designation upon completion of the evaluated area. “Pass” is considered fully satisfactory performance IAW the

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stated standards. Grades of “Pass/Fail” will not be used in computing the GPA. See [Attachment 1](#) for course grade determination procedures.

**3.1.2. Incomplete.** Some circumstances will warrant a grade of incomplete. The Dean of Academic Affairs (DF) must approve issuance of an incomplete. When approved, an incomplete grade will be accompanied by a completion date; when incomplete grades are not cleared by the completion date, the completion date must be either revised and approved by DF or the grade changed to F. Students with an incomplete grade may not graduate. In exceptional cases, DF may extend time of completion for graduation.

**3.1.3. Assignment Due Dates.** Assignments must be provided to instructors in accordance with due dates assigned. If an emergency or other unanticipated personal situation arises which prevents meeting deadlines, the student must notify the instructor(s) to determine an alternate due date for the assignment(s). Without such notification, the instructor may reduce the grade daily until receipt of the assignment.

**3.2. Standards for Graduation.** To graduate, students must successfully complete each course with a letter grade of B- or higher, receive a “Pass” for courses or activities graded “Pass/Fail,” and achieve a cumulative GPA of 3.0. Academic records not meeting these standards will be reviewed by [summary disenrollment](#) or faculty board procedures as appropriate for recommendation of disenrollment, or alternate award of certificate of attendance without JPME Phase I credit, the degree, or senior service school credit. Violation of [academic integrity](#) and [academic freedom](#) activates investigative procedures which may lead to disenrollment.

**3.2.1. Probation.** Students who are experiencing academic or personal problems or whose professional military performance falls below established standards are placed on probation. Students on probation are eligible for graduation at the discretion of the AWC Commandant. Any time a student is placed on probation, counseling documentation will be accomplished and maintained in the student’s folder. The Dean of Students (DO) and DF will ensure that the student is provided appropriate assistance from the AWC faculty, staff, and outside agencies as required. Students will be removed from probation upon demonstration that the reasons for placement on probation no longer exist.

**3.2.1.1. Remediation.** When feasible, Air War College offers students an opportunity to remediate grades below “B.” Remediation is applicable in instances of academic deficiencies **only**. Remediation does not apply when a poor grade is assigned as a consequence of not meeting due dates or any other instance unrelated to academic performance issues. Graded events suitable for remediation are examinations, written products, or oral presentations. Graded events not suitable for remediation, for example, are seminar participation, exercises, or other interactive methods. Remediation is a one-time chance to raise a grade, with a “B” as the maximum grade possible through remediation. A student requesting remediation should first contact the pertinent instructor, who with the student, will construct a remediation plan. The department chair approves the remediation plan. All documentation related to the remediation plan is filed in the student folder.

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### 3.3. Evaluation Areas

**3.3.1.** Academic performance is evaluated through exams, papers, exercises, presentations, seminar participation, etc. Feedback is provided through the AWC Speaking Critique, AWC Writing Critique, course grade sheets, and counseling sessions. The use of standardized grade sheets and critiques facilitate consistency of grading among faculty, connects the feedback process to the grading guidance, and provides a simple format for documenting and recording performance. Critiques and grade sheets are described below. Grading guidance for various performance elements is provided at [Attachment 2](#).

**3.3.1.1. AWC Speaking Critique.** This form documents feedback and grades (if required) on oral presentations. The instructor records appropriate remarks for each criteria section and discusses the critique with the student.

**3.3.1.2. AWC Writing Critique.** This form is used when evaluating any written product, primarily examinations and papers. The same procedures apply as with the speaking critique.

**3.3.1.3. Course Grade Sheets.** These grade sheets are used by course and elective instructors to provide performance feedback and record course grades.

**3.3.2. Core Course Examinations.** Since core course examinations are taken by all students and graded by all the course instructors, exams need to be carefully reviewed. This review is designed to decrease the possibility of misinterpretation by the student and to ensure consistency in the application of grading standards by the instructors. Specific guidance for grading processes are at [Attachment 3](#).

**3.3.2.1.** Core course examinations are developed in accordance with the Exam Development Schedule prepared by CAV ([Attachment 4](#)). [Attachment 5](#) details core course examination format requirements.

**3.3.2.2.** All members of the Examination Review Committee (ERC) ([Attachment 6](#)) are responsible for safeguarding examination materials throughout the development and review process.

**3.3.3. Core Course Examination Scheduling.** Departments must make every effort to ensure optimal scheduling for in-class exams. Ideally exams are scheduled during the morning session of the academic day, with duration of exam adequate for completion requirements. Department chairs have the authority to reschedule graded events for students on an individual basis.

**3.3.4. Core Elective Examinations.** Elective measurement tools do not require a formal review by the ERC. However, elective course authors will have their examinations, where offered, reviewed by their Core Electives Committee representative and sponsoring department chairperson. The Associate Dean of Academic Programs provides specific process guidance for elective exam review.

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**3.3.5. Grade Calculation and Distribution.** The overall course grade is the average of the individual weighted graded events designated within a course. Grades are recorded in the database **before** they are returned to the students. Core, elective, and regional studies instructors determine grades for their courses. The core department chair, Associate Dean of Academic Programs, and Regional Studies Director and Strategy and International Security Department Chair each establish procedures to approve grades prior to grades being posted or returned to students. Grades are posted to the grade database, and results to the students and SDs not later than 8 duty days after the graded event is turned in. See [Attachment 1](#) for guidance on calculating overall grades.

**3.3.6. Grade Appeal Process.** Students may appeal any grade they receive. Appeals must be in writing and include a rationale for a grade review. The appeal will be submitted first to the professor who graded the item. Subsequent appeals to the department chair then to DF may be filed if desired. Appeals must be initiated within five (5) duty days of the grade notification for any level of appeal. The results of the appeal will be returned to the student within five (5) duty days of the request. A courtesy copy of the appeal outcome is distributed to the SD, DF (if not already within the appeal process), DO, and CAV. The final decision of the appeal process may be to raise, lower, or sustain the original grade.

**3.3.7. Student Folders.** SDs maintain folders on each student for documenting performance and counseling sessions. As a minimum they contain AWC Speaking Critiques, AWC Writing Critiques, core and elective grade sheets, and SD and course instructor counseling documentation. SDs use the SDCOUNSEL.doc, and course instructors use CICOUNSEL.doc or MFR format. These forms are located on the AWC LAN at M:\Grade\_Sheets.

**3.4. Counseling.** Seminar Directors will conduct periodic counseling with each seminar member concerning academic and professional performance. A mandatory feedback/counseling session will occur at the beginning of Term 3. Course instructors will conduct counseling sessions on academic performance issues when appropriate.

**3.5. Disposition of Records.** Student folders for resident course graduates are turned in to Student Operations within 30 days following graduation.

**3.6. Academic Record.** AWC attendance generates a permanent academic record for each student. This permanent record or transcript is maintained by the Air University (AU) Registrar and includes courses completed, grades, quality points, grade point average, and personal identification information covered by the Privacy Act of 1974. The Registrar will normally distribute transcripts to students prior to or by the day of graduation. If a grade on the transcript appears to be incorrect, students use the Grade Change Request at [Attachment 7](#) for grade

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correction. *This is not a grade appeal.* After departure from AU, graduates who need another official transcript submit a request in writing to the AU Registrar.

**4. Faculty Evaluation.** Evaluation of faculty performance in the classroom consists of supervisory assessment and feedback from students and peers.

**4.1.** Competencies to be evaluated include the following:

- 4.1.1.** Is enthusiastic about subject areas covered.
- 4.1.2.** Lessons are thoroughly planned and prepared.
- 4.1.3.** Lesson introductions give clear direction and focus for discussion.
- 4.1.4.** Skillfully guides discussion toward period objectives.
- 4.1.5.** Stimulates critical analysis and encourages differences in viewpoint.
- 4.1.6.** Knowledge of subject enables him/her to construct various points of view.
- 4.1.7.** Capitalizes on content expertise of seminar members.
- 4.1.8.** Uses examples from practical experience or readings to illustrate points.
- 4.1.9.** Provides feedback resulting in enhanced student understanding and performance.

#### **4.2. Supervisory Assessment**

**4.2.1. Formal Assessment.** Each department chair is responsible for developing a program for evaluating each instructor in seminar. These evaluations may occur in seminars taught in the core curriculum, in regional studies, or in electives sponsored by the department. The purposes of these evaluations include assessment of instructor performance, curriculum design, student participation, and seminar dynamics. Department chairs are encouraged to include AWC/CC, CV, DF, DFX, DFO, DO, and EA in their supervisory evaluation program. The results of each evaluation should be documented on the Faculty Observation Feedback Sheet. When completed, these forms are given to the appropriate department chair for consideration and retention.

**4.2.2. Informal Assessment.** Informal and no-notice visits to seminars may be conducted at any time by department chairs, AWC/CC, CV, DF, DFX, DFO, DO, and EA. The results of each visit need not be documented; however, the visit should include informal feedback to the instructor and the department chair.

**4.3. Student Feedback.** CAV provides quantitative student feedback covering instructor performance of those who teach core courses to each course instructor, associated department chair, and the Dean of Academic Affairs.

**4.3.1.** CAV develops an instructor assessment instrument in coordination with DF, approved by CC. At the completion of each core course, the instruments are distributed to each student.

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**4.3.2.** The completed instruments are forwarded to CAV. CAV distributes student written comments to the appropriate instructor as soon as practical and prepares a summary analysis of the statistical student feedback for the senior staff.

**4.4. Peer Feedback.** Peer observations allow for a professional exchange of ideas, methods, and content expertise. Course instructors are encouraged to take maximum advantage of this valuable source of feedback.

**4.4.1.** Documentation of visits is not required; however, following the visit, discussion should include positive observations as well as areas for improvement.

#### **4.5. Responsibilities for Faculty Evaluation**

**4.5.1.** CAV develops AWC faculty evaluation instruments and coordinates their administration with the applicable supervisors. CAV analysis of student feedback is forwarded to DF within 30 days of survey closeout.

**4.5.2.** DF is responsible for the implementation of the AWC faculty evaluation program. DF summarizes the supervisory/peer feedback obtained on faculty members during each course, and reports faculty evaluation findings and conclusions to CV and CC after receiving the CAV analysis of student feedback. Information copies are sent to DO, EA, and CAV.

### **5. Curriculum Evaluation - Sources of Data**

**5.1. Faculty.** Provide insight into the adequacy of course materials and presentations in meeting course objectives and provide the continuity to evaluate the effectiveness of changes implemented between academic years.

**5.2. Students.** Provide feedback on how well the materials and presentations support student learning. Student performance on examinations is a direct measure of the effectiveness of the curriculum materials and instruction in meeting the intended objectives.

**5.3. Alumni.** Provide an external perspective regarding the lasting value of the curriculum in meeting the needs of graduates, the Air Force, joint community, DoD, and the Department of Homeland Security.

**5.4. Field Supervisors of Alumni.** Provide senior perspective regarding the future needs of the Air Force, joint community, DoD, and the Department of Homeland Security, sustaining the dynamic nature of the curriculum.

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**5.5. Curriculum Evaluation Procedures.** Each course, the program as a whole, and special activities undergo evaluation procedures. CAV uses the following evaluation instruments to assess the quality, quantity, and suitability of curriculum.

#### **5.5.1. Student Curriculum Evaluation**

**5.5.1.1. Course Curriculum Survey.** CAV surveys at least one-third of the class, randomly selected, for their impression of each curriculum period or event (lecture, seminar, etc.). The entire class participates in an end of course critique regarding their overall perceptions of each course. Findings for each course are published in a CAV end-of-course report. The report will include the response rate and a statement about the statistical confidence level. The CAV end-of-course report is published 10-20 duty days after survey closeout (or after grades are posted, whichever comes first) and forwarded to the course director, department chair and faculty, two-letter offices, DFX, DFO, and HQ AU Office of Academic Affairs.

**5.5.1.2. Core Elective Survey.** All students critique each core elective course for which they are enrolled. CAV analyzes survey data and publishes a consolidated Core Elective report and an individual course report for each term.

**5.5.1.3. Mid-Year Survey.** In January each academic year, each student receives a survey which assesses program elements applicable to that point in time. This feedback aids in gaining a mid-point opinion of the resident program, services, support, and facilities.

**5.5.1.4. End-of-Year Survey.** Each student receives a survey covering all aspects of the resident course at the end of the academic year. Findings are published in the CAV end-of-year report, which is completed not later than 25 duty days following the end of the academic year. The report analyzes student perceptions on all aspects of the AWC experience identifying significant trends. The report is provided to AWC/CC, CV, DF, DO, EA, XR, NS, DFX, DFO, CCP, department chairs, faculty, HQ AU Office of Academic Affairs.

**5.5.1.5. Direct Feedback.** Students may make voluntary comments to the senior staff on AWC Student Comment Sheet (AWC “Valentine”) available through the AWC homepage “[EVAL](#)” link. Students are encouraged to first determine if a more appropriate avenue exists for their specific inputs (e.g., curriculum feedback or the supervisory chain). CAV collects Valentines and establishes a suspense timeline. Valentines are forwarded to the appropriate response office for reply as needed. AWC/CC reviews each comment and response with a personal response provided when deemed necessary. Response offices send replies to the student with information copies to DO, DF, EA, CAV, and the applicable SD. At this time, CAV will close out the suspense item. CAV generates an end of academic year summary of Valentine action to aid response offices in following up on long-term change actions.

**5.5.2. Faculty Curriculum Evaluation.** CAV surveys course instructors on their perception of the course as a whole. Findings are incorporated in the CAV end-of-course report.

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### **5.5.3. Survey Responsibilities**

**5.5.3.1. Survey populations (Students and Faculty).** Per AFI 36-2601, [USAF Personnel Survey Program](#), and standard survey practice, AWC surveys are voluntary and anonymous to encourage an environment of candid, honest, and constructive feedback. It is expected that all members will participate when requested unless an absence or technical difficulty arises to prevent participation. Comments are encouraged and are extremely valuable for interpreting quantitative data when provided in a professional manner.

**5.5.3.2. Institutional Effectiveness Office (CAV).** To further ensure anonymity, CAV will not sort, analyze, or report data in any way which may connect responses to an individual. Comments which appear to be less than professional and associated to specific individuals will be extracted from the published report and handled separately through the individual commented upon and the pertinent supervisor. It is not CAV's prerogative to censor comments, but rather to communicate comments in an appropriate manner – which may not include publication.

### **5.5.4. External Assessment**

**5.5.4.1.** USAF alumni and their supervisors are asked to complete a survey approximately two years after graduation. Findings are published in the alumni/supervisor survey report, which analyzes participants' assessments of the value and effectiveness of the curriculum, identifying enduring positive and negative impacts on perceptions of the AWC experience.

**5.5.4.2.** Senior officers offer Air Force perspectives on future Air Force needs on a continuing basis. Senior officers are surveyed approximately every five years as to the effectiveness of AWC program.

**5.5.4.3.** Provided to CC, CV, DF, DO, EA, NS, XR, DFX, DFO, CCP, each department chair, and HQ AU Office of Academic Affairs.

BENTLEY B. RAYBURN  
Major General, USAF  
Commandant

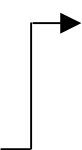
### **7 Attachments**

1. [Grade Calculation](#)
2. [Grading Guidance](#)
3. [Grading Processes](#)
4. [Exam Development Schedule \(Generic\)](#)
5. [Examination Format](#)
6. [Exam Review Committee](#)
7. [AU Registrar/AWC Grade Change Request](#)

## Attachment 1

**GRADE CALCULATION** [\[Go to Table of Contents\]](#)

1. Grades for each course will be assigned based on predetermined evaluation criteria with requisite weighting. Typically, course grades are determined using a variety of graded events, including exams, papers, seminar participation, and others. The overall course grade is then calculated using the appropriate point values and weights as delineated in the example following:

<u>Sample Graded Events</u>	<u>Grade</u>	<u>Point Value</u>	<u>Weight</u>	<u>Score</u>		<u>Grade Assignment</u>	
Exam 1 - 20%	B+	3.3	.20	0.66		A	3.85 - 4.00
Paper - 30%	B+	3.3	.30	0.99		A-	3.50 - 3.84
Final - 30%	A-	3.7	.30	1.11		B+	3.15 - 3.49
Participation - 20%	A	4.0	.20	<u>0.80</u>		B	2.85 - 3.14
Numerical Grade for Course				3.56		B-	2.50 - 2.84
						C+	2.15 - 2.49
						C	1.85 - 2.14
						C-	1.50 - 1.84
						D	0.85 - 1.49
						F	0.00 - 0.84

2. The database compares the numerical grade of 3.56 to the grade assignment look-up table and objectively assigns a course letter grade of A- to the student. Instructors can petition to over-ride the database' course grade computation; the course department chair is the approval authority for grade changes.

3. Instructors use the college grading guidance and their best judgment to assign grades for each graded event. The overall course grade is computed mathematically based on the assigned graded events and relative weights for the graded events.

4. Calculation of Final Course Grades. The database computes the final course grade and GPA for each student based upon the department's assigned weights for graded events and the grade each student receives.

4.1. Grade Point Averages. Grade point averages are calculated by multiplying each course letter grade point value by the course credit hours, then summing these resulting values and dividing by the total credit hours. (See example below.)

<u>Course</u>	<u>Grade</u>	<u>Point Value</u>	<u>Credit Hours</u>	<u>Score</u>
Course 1	A	4.0	3	12.0
Course 2	B-	2.7	6	16.2
Course 3	A-	3.7	4	14.8
Elective 1	B+	3.3	2	6.6
Elective 2	A-	3.7	2	7.4
Elective 3	B	3.0	<u>2</u>	<u>6.0</u>
			19	63.0
			GPA (63.0/19) =	3.32

## Attachment 2

### GRADING GUIDANCE [\[Go to Table of Contents\]](#)

*Please note: This grading guidance aids in assessing common graded events such as papers, participation, and oral presentations which occur regularly in the AWC curriculum. Instructors are encouraged to clarify any additional expectations when introducing a course or elective. Exercises and examinations are variable—with grading guidance assigned individually depending on the graded event expectations. “B” range grades reflect satisfactory completion of the graded event – An “A” range grade should also reflect the “B” range expectations. An “A” grade indicates most, if not all of the descriptors for the “A” range are evident in the performance.*

### PAPERS

#### **A/A-**

Superior or excellent paper--Quality of content, organization, clarity, structure, and support of assertions are clearly superior. Covers major and minor points. Original and innovative if required by the assignment. Outstanding analysis and application of course concepts.

#### **B+/B/B-**

Fully satisfactory paper—Completes requirements of tasking. The paper is logical, factual, well supported, documented, complete and well reasoned, covering the major points thoroughly. Uses correct grammar and syntax.

#### **C+/C and below**

Well below fully satisfactory. Serious misconceptions and/or gaps in information and/or gaps in information and supporting evidence. In appropriate subject—failed to answer the tasking. Improper or incorrect documentation. [Note to graders: Grades of C or below should undergo a second “blind” reading by another faculty member.]

### SEMINAR PARTICIPATION

#### **A/A-**

Key player/contributor in classroom learning; strong positive attitude and influence. Contributions are focused, well supported and persuasive. Always prepared. Contributions are germane to the topic and conclusions are logical. Involves others on a consistent basis. Comments indicate thoughtful and critical understanding of the assigned readings and synthesis of seminar discussion.

#### **B+/B/B-**

Motivated—contributions are good (focus is on quality, not quantity) – always interested. Actions support classroom learning.

#### **C+/C and below**

Passive. Motivation lacking, unresponsive, low interest. Infrequent support or counterproductive of classroom learning, poor influence or attitude. Disruptive or unprepared.

## ORAL PRESENTATIONS

### **A/A-**

Content and delivery outstanding; engages audience/seminar throughout presentation. Poised, professional, articulate, enthusiastic, well focused, credible, coherent, and logical. The presentation is well integrated from start to finish.

### **B+/B/B-**

Content and delivery adequate in all respects. Content is relevant, organized logically, and properly supported. When needed, uses audiovisual aids effectively. Adequate delivery skills include effective eye contact, gestures, and movement which support intended emphasis, and speech patterns understandable to the audience.

### **C+/C or below**

Content devoid of logic, clarity, or substance. Delivery unbecoming, unenthusiastic, or distracting. Failure to address the issues. Inappropriate or unprofessional treatment of the subject. Over or under use of audiovisuals.

## EXAMINATIONS

For each core course examination, the course director writes an exam rationale, which includes specific guidance for assigning letter grades. [Note to graders: Grades of C or below should undergo a second “blind” reading by another faculty member.]

## EXERCISES

For each exercise, the course director provides criteria to use as a guide in assigning grades. A single, cumulative grade is assigned using those criteria.

### Attachment 3

#### CORE COURSE GRADING PROCESSES [\[Go to Table of Contents\]](#)

**1. Objective.** The grading process is designed to assess student achievement of course objectives and provide feedback to students and faculty on individual and collective performance.

**2. Responsibilities:**

**2.1. The department chair:**

**2.1.1.** Implement mid-course faculty feedback (documented on AWC Counseling Form) to students exhibiting substandard performance.

**2.1.2.** Makes sure graders are consistent in their application of examination rationales and other grading standards; chairs discussions convened for this purpose.

**2.1.3.** Briefs graders on standards, rationale, and expected examination responses during graders' workshop and rationale refinement meeting.

**2.1.4.** Performs a random audit of exams to ensure consistency of standards.

**2.1.5.** Assists graders as necessary and validates substandard grades.

**2.1.6.** Applies departmental remediation for students with substandard grades.

**2.1.7.** Briefs AWC/CC, CV, DF, and DO on exam and course grade results prior to release to students.

**2.1.8.** Ensures grades are returned to students and posted in the grades database NLT 8 duty days after the exam.

**2.2. The Director of Institutional Effectiveness:**

**2.2.1.** Notifies graders of the planned schedule of events.

**2.2.2.** Coordinates scheduling the rationale refinement meeting, if a meeting is required.

**2.2.3.** Outlines grader responsibilities in terms of time schedules and grade sheets.

**2.2.4.** Assists department chair in making sure graders are consistent in their application of examination rationale.

**2.3. The graders:**

**2.3.1.** Attend the graders' workshop, if required.

**2.3.2.** Familiarize themselves with the grading process and rationale criteria to ensure consistency in grading.

**2.3.3.** Grade exams in accordance with procedures and guidance outlined by the department chair and CAV.

**2.3.4.** Provide written feedback on all examinations.

**2.3.5.** Counsels student (document on CICOUNSEL.doc or MFR) at the first sign of substandard performance.

## Attachment 4

**CORE COURSE EXAM DEVELOPMENT SCHEDULE** [\[Go to Table of Contents\]](#)

<u><b>Action</b></u>	<u><b>Responsible Staff Agencies</b></u>	
	<u><b>CAV</b></u>	<u><b>Dept</b></u>
1. Draft exam and grading rationale to CAV		X
2. Provide feedback to OPR	X	
3. Final exam and grading rationale to CAV		X
5. Exam to ERC which meets if needed	X	X
6. Revise exam/rationale as necessary	X	X
7. Reproduce and package exams for distribution	X	
8. Distribute exams (as required)	X	
9. Administer exam		X
10. Return exams		X

**Attachment 5****CORE COURSE EXAMINATION FORMAT** [\[Go to Table of Contents\]](#)**1. Essay:**

**1.1.** Provide question in final form.

**1.2.** Provide rationale.

**1.2.1.** Provide criterion for anticipated response for each grade assignment (A, A-, B+, B, B-, etc.). This should not be a verbatim expectation for a typical answer, but rather a litmus test for the grader.

**1.2.2.** Use “bullet” format for rationale. This is an outline of one possible approach to answering the question. Though not intended as the definitive answer, it covers the points a typical response would include as well as some finer points that better responses may address.

**1.2.3.** Identify objectives and desired learning outcomes (DLO) from which the question is derived.

**1.3.** Indicate anticipated time to complete examination (for example, 2 hours).

**1.4.** Recommend appropriate length of examination response (for example, 4 pages).

**1.5.** Indicate whether the exam is open or closed book.

**2. Multiple Choice (for each question):**

**2.1.** Provide stem and alternatives text in final form.

**2.2.** Identify objective and DLO from which question is derived.

**2.3.** Provide rationale where applicable.

**2.4.** Provide references whenever possible.

**3. For other exam formats contact CAV**

## Attachment 6

### CORE COURSE EXAM REVIEW COMMITTEE (ERC) [\[Go to Table of Contents\]](#)

**1. Purpose.** The ERC is responsible for refining and evaluating proposed examination questions and the grading rationale.

**2. Membership.** Dean of Academic Affairs (ERC Chair), Director of AWC Institutional Effectiveness (CAV), AWC Educational Advisor, Dean of Students, Associate Dean of Academic Programs, Associate Dean of Academic Operations, the department chair and course director.

### **3. Responsibilities.**

**3.1. The Dean of Academic Affairs.** Leads the discussion and arbitrates concerns over the exam and the supporting rationale.

**3.2. Director of Institutional Effectiveness.** Review consists of instructional design validation and adherence to test construction principles. Establishes exam review schedule in conjunction with course dates; schedules ERC meeting.

**3.2.1.** Provides ERC members a copy of the exam and rationale for their private review.

**3.2.2.** Is responsible for administrative details associated with reproducing and distributing examinations.

**3.2.3.** Ensure security of exam materials through all phases of exam development.

### **3.3. Departments.**

**3.3.1.** Develop exams IAW timelines identified by CAV.

**3.3.2.** Ensure security of exam materials through all phases of exam development.

### **3.4. Members of the ERC.**

**3.4.1.** Review all exam items and the grading rationale before the ERC convenes.

**3.4.2.** Collectively evaluate the validity and clarity of exam items and rationale, suggesting revisions to make sure questions are designed to accurately assess achievement of course objectives.

**3.4.3.** Ensure security of exam materials.

## Attachment 7

AU REGISTRAR/AWC GRADE CHANGE REQUEST [\[Go to Table of Contents\]](#)

Grades, either hard copy or electronic, validated by AWC and forwarded to the AU Registrar become a part of the student's academic transcript. **The AU Registrar will change a grade if entered in error when, and only when, the following procedure is complete.** Once all appropriate signatures are accomplished, the AU Registrar makes the change, informs AWC and the student the change has been made, and maintains this form in Student Records files.

*Student's Name:* \_\_\_\_\_

*Student's SSN/Student ID:* \_\_\_\_\_

*Course Number and Title:* \_\_\_\_\_

*Course Grade Originally Submitted:* \_\_\_\_\_

*Changed Course Grade:* \_\_\_\_\_

*Instructor Name:* \_\_\_\_\_

*Instructor Signature:* \_\_\_\_\_ *Date:* \_\_\_\_\_

*Dept Chair Name:* \_\_\_\_\_

*Dept Chair Signature:* \_\_\_\_\_ *Date:* \_\_\_\_\_

*Academic Dean Name:* \_\_\_\_\_

*Academic Dean's Signature:* \_\_\_\_\_ *Date:* \_\_\_\_\_

***AWC Institutional Effectiveness Office Initial/Date and forward to AU Registrar:*** \_\_\_\_\_

*AU Registrar Name:* **Dr. Irene Pearson-Morrow**

*AU Registrar Signature:* \_\_\_\_\_ *Date:* \_\_\_\_\_

*Forwarding address (if transcript is not picked up locally before PCS)*

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